



CRITICAL REVIEW ON EDUCATION MANAGEMENT SYSTEM OF SECONDARY SCHOOL EDUCATION

Neelam Gosain¹ | Swati Naithani¹ | Adithi Banerjee¹

¹ Lingayas University, Faridabad.

Secondary school education system:-

India's education system is referred to as 10+2+3. The first ten years of education are theoretically obligatory. Children attend pre-primary schools as early as at the age of five. Pre-primary schools are supposed to prepare children for everyday school life and are followed by primary schools. When 11 years of age students in India, leave primary school and go to middle school. After 4 years at the age of 14 they have to take exams in order to successfully finish middle school. At this point the 10 years of compulsory education is finished.

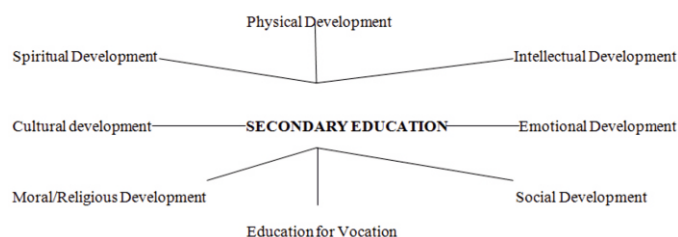
Those students who wish to continue with their education then proceed to a SECONDARY SCHOOL after middle school which lasts 2 years and prepares them for vocational colleges. There programs take 3 years and are more related to practice than universities. However, students can also enroll in a university program after college.

Aims and Objectives of Secondary education:-

General Aims of Secondary Education:

John Dewey has said that, "An aim is a foreseen end that gives direction to an activity or motivates behavior."

It is essential to formulate aims and objectives of education with special reference to the needs of society and its people. The needs of society changes from time to time and hence it becomes essential to reconstruct the aims and objectives of education.



1) Aim of Physical Development: Sound physical development of the student has to be taken into consideration while formulating aims of secondary education. Students must be given the knowledge of health, personal hygiene, cleanliness and various diseases. There should be provision for physical exercise in the school and essential facilities should be provided for the same.

2) Aim of Spiritual Development: Spiritual development is an important aim of education which gives strength to the human mind and soul. Spiritual development is capable of eradicating the ills of the present day society. Such type of education makes students more peace-loving, humble, tolerant, progressive and cooperative.

3) Aim of Cultural development: What is Culture? Traditions, manners and customs taken together is culture; which is transmitted from one generation to the other through education. Today different nations of the world are not thinking about superior culture or inferior culture but in terms of peaceful co-existence. Students must be taught about democratic citizenship, international brotherhood, international stability and harmony. Our education system should aim at developing this type of culture amongst the students at the secondary level.

4) Aim of Moral/Religious development: Education devoid of moral values will lead to disintegration of society and the youth. Education should stress upon moral and religious betterment of students by educating them in moral values like honesty, sincerity, fellow-feeling, tolerance, patience, forgiveness etc.

5) Aim of Intellectual development: Intellectual development leads to the growth of logical understanding amongst students which also means growth of reasoning, intelligence, concentration, language capabilities, observation and understanding etc. Therefore, secondary education should aim at increasing maximum mental capabilities of the students who will use their intelligence for learning rather than being involved in mechanical cramming of books.

ing rather than being involved in mechanical cramming of books.

6) Aim of Emotional development: Emotional development is one of the most important aspects of human growth and development. Physical growth and development along with social, moral, aesthetic and intellectual development is controlled by the child's emotional behavior and experiences. Emotion denotes feelings of anger, fear, joy etc. which creates an impact upon the child's mind.

7) Aim of Social development: Social development is an important aim of education. The child learns the art of social behavior in school. He/she learns the ways of moving in society, of interacting with family, relatives, friends and neighbors. Social efficiency and skills are a measure of a man's success in life. Social development helps in gaining social maturity hence due care should be taken in incorporating social values in the child through education.

8) Aim of Education for Vocation: Vocational training is essential to tackle issues of unemployment and poverty in our country. This type of education will give more weight to a child's interests, habits and tendencies. Vocational training provides security to the child's future. This type of training is beneficial for children with lower intelligence. These children should be provided vocational training as early as possible because they find it difficult in coping with academics specially when taught with more intelligent children.

Objectives of Secondary Education:-

- Acquire necessary knowledge, skills and attitude for the development of the self and the nation.
- Develop socially, morally, intellectually, physically and emotionally.
- Enhance understanding and respect for own and other people's cultures and their place in contemporary society.
- Develop into a responsible and socially well-adjusted person.
- Enhance enjoyment in learning.
- Identify individual talents and develop them.
- Build a foundation for technological and industrial development.

What is Management?

Management is the process of planning, organizing, directing, controlling and evaluating to accomplish pre-determined objectives of an institution through coordinated use of human and material resources. Management is the Art/Science of:-

- Getting work done,
- With the help of other people,
- Within the given budget,
- Within the given deadlines.

"To manage is to forecast and plan, to organize, to command, to coordinate and to control."

- Henry Fayol

The term "management" is very comprehensive. Through management, we are able to exert leadership. It links together different aspects of an activity so as to show one cohesive whole. It is through management that the participants in the activity are able to see authority and responsibility within the group. Literally, management means the numbers of the executive or administration of an organization.

Now let us discuss "Education Management". Educational Management also sometimes known as Educational Administration, is commonly associated with elementary and secondary schools as well as institutions of higher learning, like colleges and universities. Education Management is both a field of academic

study and a collective group of professionals that includes principals, teachers and other educational professionals. It is mainly a human endeavor which should be properly planned without emphasizing the rigid application of mechanical and physical principles. It is fundamentally a social organization where inter-human relationships play a major role. For success of education management there must be adequate freedom and flexibility on one hand and necessary discipline and decorum on the other hand in the educational institution.

“School management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful teachers. The writers in this field have interpreted these principles and precepts in various ways, usually by reference to larger and more fundamental principles of psychology, sociology and ethics.”

-Paul Monore.

Need of Education Management:- Policy at the national level focuses on social, economic and cultural development. The best means to achieve the development in these spheres is through human resource development and education. The field of education is expected to provide society with human resources with specialized knowledge, attitudes, work ethics, social, moral and political values and skills which help in sustaining and enhancing the development of the nation. Thus,

- Education management theories, principles, concepts, techniques, skills and strategies when applied to education will bring about effective and efficient functioning of educational institutions.
- Scientific and systematic management of educational institutions is necessary to bring about qualitative changes in the educational system.
- Knowledge of education management is also required so that we can use our scarce and dwindling resources for education in the most effective and efficient manner.
- Knowledge of education management is also necessary to train the present teachers to learn and run educational institutions professionally as basic courses like B.Ed/M.Ed do not prepare teachers to become managers.

Components of Education Management:- The information about the following variables, helps us in understanding Education Management in India. Hence, Education Management Information System (EMIS), information is used by Ministries of Education, NGOs, researchers, donors and other educational stakeholders for research, policy and planning, monitoring and evaluation and decision making.

- **Head master/Principal:-** In the running of an educational institution, the head master plays a very important role. He should act as the leader of the team of teachers working with him, seeking their cooperation and also giving full support to them when needed.
- 1) The reputation of the school and the position it holds in society depends upon the head master.
 - 2) By his contact with the parents and general public he can help to forge a link between the school and the society/community.
 - 3) The head master is also responsible for carrying out the policies and programs of the department of education and acts as a liaison between it and the management of the general local community.
- **Teacher:-** Dr. Laxmanswami Mudaliar has put forth the following view regarding the “Teacher”. In the Secondary Education Commission, he has stated that, “We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as in community.” The teacher is the main person in the teaching learning process. He/She is the basis on which most of the outputs of the school system depends. It is only good teachers who can improve upon the whole lot of the school system. Hence, great attention should be paid in the selection and recruitment of teachers.
 - **Students:-** Students form the core of the education system. The students are the raw materials in the education process. Every learner has some unique, inherent qualities and it is up to the school and the teacher to nurture these qualities for the proper mental and physical growth and development, of the students.
 - **The Ministerial Staff:-** The Ministerial staff assists the administration in running the school well. They are the back bone of the administration. While selecting the ministerial staff for the school, efforts should be made for selecting the right person for the job.
 - **Menials:-** The Servants:- The servants working in the institution are actually

the main force on which depends the proper functioning of the school. The cleanliness, hygiene and regulated functioning of the school depend up on them.

- **Maintenance of the school building and infrastructure:-** Maintenance of the school building is much more essential than having a school building. One or two members of the staff may be assigned supervision duty of the school building. Other than the building the non-human material, equipment, furniture, sports material, library etc. are no less important. The non-human materials matter a lot in making the career of a student equally bright.

Indicators of Education Management:-

A performance indicator is a measure of performance that helps one to understand the way an organizational department or institution is performing. There are several Key Performance Indicators (KPIs) for school or higher education.

1. **Graduation rate:-** This indicator determines the number of students who completed their schooling or received a particular certificate within the normal time frame.
2. **Awards:-** This indicator looks at the number of awards granted to students and/or faculty and staff during each academic calendar year.
3. **Student attendance rate:-** Determining the number of students that have achieved, say 90% attendance during a semester or academic year is vital, to keep track of.
4. **Percentage of students on aid:-** This indicator calculates the number of students receiving some kind of financial assistance like scholarships or Government aid.
5. **Grant money:-** It's important to track the money fundraised for an institution through endowments, donations etc.
6. **Tuition costs:-** This indicator examines the cost per student in a given scholastic timeline.
7. **Curriculum:-** This indicator sees how the curriculum breaks down and how each area of a curriculum is performing.
8. **Percentage of faculty with advanced certificates or degrees:-** In higher education this indicator is important for a school's recognition, reputation or acquiring grant money.
9. **Faculty and staff attendance rates:-** A low attendance rate of faculty and staff members can have a negative impact on the organization as a whole. So this indicator keeps a track of staff and faculty attendance.
10. **Faculty and staff retention rate:-** This indicator keeps a track of the retention rate of staff and faculty. High retention rate builds better rapport between teachers and students and also helps management from retraining new employees.
11. **Average age of buildings:-** Renovating older buildings effectively lowers the buildings age. Hence this indicator keeps a track of the age of buildings on campus to help ensure that adequate maintenance is being provided.
12. **Classroom utilization rate:-** This indicator examines whether the best use of campus space is being made and the classes are being kept as full as possible.
13. **Percentage of classes using technology:-** This indicator checks whether a high percentage of classes in the school are using the technologies that have been provided to them.
14. **Percentage of administrators using technology:-** This indicator shows the percentage of teachers and administrators who use the online or classroom based technologies that they have been provided for lessons, projects or activities.
15. **Percentage of students that use public transport:-** Through this indicator the school keeps a track whether students are using the transportation facility being made available to them by the institution, municipality or state.
16. **Percentage of students that commute:-** Through this indicator the administration will keep a track of the percentage of students who commute to school. This will have a direct impact on the parking space and on-campus housing requirements.
17. **Cost of transit:-** This indicator keeps a track of the cost per student of buses as this will help the administration to realize whether they have an appropriate bus route or not or some changes are required to be made in it to reduce cost.

18. Percentage of students living on campus:- Through this indicator the administration ensures that there is enough room available for students on-campus and this stays in line with the long term strategy of the institution.

19. Percentage of above average on-campus housing:- This indicator ensures quality housing options available on-campus because the quality of housing options certainly affects where students choose to live during school life.

Critical Review of Secondary School Education, its Management and Quality:-

However, the scenario is all that not bleak for Secondary Education in our country. The path breaking, "Right of Children to Free and Compulsory Education Act, 2009" or "Right to Education Act"(RTE), came in to force on April 1st, 2010.

"This act is an essential step towards improving each child's accessibility to secondary and higher education, bringing India closer to achieving national educational developmental goals, as-well-as the Millenium Development Goals and Education for All(EFA)."

-Armoogam Parsuramen

- A report from 2013 has stated that, there has been a 19% increase in the enrollment of girls in rural and urban schools, from class 1- 12. This shows a positive shift towards empowering the girl child and a shift towards female education.
- Another important feature of India's Secondary School System is the emphasis on inclusion of the disadvantaged sections of the society. A special "Integrated Education for Disabled Children"(IEDC) program was started in 1974 but was converted into Inclusive Education at Secondary stage.
- Our Secondary School System also lays emphasis on profession based vocational training. A significant feature of Secondary education has been the "Rashtriya Madhyamik Shiksha Abhiyan"(RMSA).
- The "National Policy on Education"(NPE), 1986 has provided for environment awareness, science, technology education and introduced traditional elements such as "YOGA" into the Indian Secondary School System.

The Secondary Education Management System needs to be revamped for both public and private sector. The public schools have a host of problems that need to be seriously addressed as it tarnishes the image and quality of Secondary Education, in public schools.

The quality of teaching staff in rural and semi-urban areas and their required qualification according to Government standards from a reputed institution must be made mandatory. Along with this training of teachers through in-service training, acquainting one's self in ICT, will go a long way in strengthening secondary education management.

Maintenance of buildings, infrastructure will help in reducing cost which will ultimately affect the tuition fee of students of private schools. Proper utilization of classrooms, playgrounds and space will also help in cost reduction and thus have a direct affect on the financial aspect of education management.

On the other hand creation of better buildings, related facilities of proper furniture, toilets, sports field and facilities, well equipped library will help in betterment of secondary education management in rural areas. When we see hostel facility or accommodation being provided to students, private schools fare much better than public schools; although free accommodation is provided by public schools specially, for "reserved category" students. Here it is essential to upgrade accommodation facilities in rural areas and public school.

In private schools technology is being used by both teachers and students. However, the picture is quite different for public schools. The children of public schools are not very adversant with technology being used in classrooms, in private schools. The teachers of public schools also need to upgrade their ICT knowledge through in-service teachers training program.

The curriculum formulated should be checked whether each aspect of the curriculum is properly functioning and targets are being achieved. Here one more thing should be kept in mind and that is the curriculum formulated should be similar for both public and private schools. Only with a similarity in curriculum can public schools be brought at par with private schools.

Now when we talk of improving the quality of secondary education few things can be put into practice.

- Teacher evaluation based on professional teaching standards.
- Improving teaching quality through organizational development and capacity building.
- Improving teacher training facilities.

- Strengthening in-service and pre-service training of teachers.
- The curriculum should be so designed so as to adjust to the present context. Talking about students from rural areas, the curriculum should be so formulated so as to be related to the main rural occupation of agriculture, dairy, animal husbandry and other rural industries.
- The children should be made to focus on real world issues.
- With the use of technology a lot can be done to revolutionize formal education.
- The children must have an exposure to global knowledge for competing at the global level in future.
- Education at the secondary stage should focus on the uniqueness of each child. Each child is gifted so rather than forcing knowledge efforts should be made to develop the child's talent and in-built capabilities.
- The basis of admission in secondary education should be on merit. Adequate scholarship facilities should be provided to meritorious but poor students. Thus quality in secondary education can be maintained.
- There is no uniformity in the management of schools and it varies from state to state. Secondary schools are controlled by different types of bodies- Government, local board as-well-as private managing committees at places. Hence, uniformity has to be brought about in management of various schools for qualitative improvement of secondary education.

Ways to improve quality of education in India:-

- Encouraging collaboration among student, teachers, parents, alumni, activists and institutions.
- A consistent grading system to measure and rank students, teachers, schools and universities.
- Reward all round development of students.
- Promote alternate education and ideas.
- Continuous improvement by statistical feedback.

REFERENCES:-

1. <https://www.justlanded.com/english/India/India-Guide/Education/The-Indian-school-system>
2. mhrd.gov.in/overview-secondary-education
3. www.unesco.org/education/education/tens_of_millions_of_indian_children_to
4. https://en.wikipedia.org/wiki/Education_in_India
5. www.schoolnet.org.za/conference/sessions/objectives_of_secondary_education
6. Secondary Education and School Management- Dr. M.S. Sachdeva, Dr. Mrs.S.K.Hooda, Mrs.Nivedita
7. Development of Education System in India- R.A.Sharma
8. dataeca.unad.edu.co/contenidos/Intro_quiz_reading_Educational_management
9. <https://www.clearpointstrategy.com/key-performance-indicators-in-education/>
10. https://en.wikipedia.org/wiki/Education_Management_Information_System
11. www.yourarticlelibrary.com/educational-management/educational-management/637
12. www.right-to-education.org
13. <https://www.adb.org/projects/26061-013/main>
14. www.yourarticlelibrary.com/essay/problems-in-secondary-education-india/44845/
15. www.unicef.org/education/files/QualityEducation.PDF
16. www.indianyouth.net
17. <https://blog.edubrite.com/2009/12/17/top-4-challenges-for-education-in-India>
18. <https://www.unite4education.org/about/what-is-quality-education>
19. www.iar-gwu.org/content/indian-public-education-system-must-be-improved